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ABSTRACT

Minorities constitute only 4.4 percent of all teaching certificate earners in the state of Washington, a proportion somewhat smaller than that for minority baccalaureate degree recipients and considerably smaller than that of minority school children. At a time when Washington State's minority student population is increasing at a signficantly greater rate than the majority white student population, minorities are underrepresented among students completing requirements for baccalaureate degrees in education and for teaching certificates. Part 1 of this report examines this underrepresentation for the years 1982-84. Part 2 examines minority representation in degree completions in all degree areas. This study is designed to be used as a reference for developing policy or program decisions addressing minority representation in teacher preparation programs and other degree areas in higher education. Related literature was reviewed and is presented, and conclusions and recommendations are included. The study data is displayed in 20 tables and 27 footnotes are also provided. (JD)

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MINORITY DISPROPORTIONALITY IN HIGHER EDUCATION WITH AN EMPHASIS ON TEACHER PREPARATION

Albert J. Smith, Jr., Ph.D.

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Commissioned By:

Resource and Evaluation Center III
United Indians of All Tribes Foundation
1945 Yale Place East
Seattle, Washington 98102

SP 030 534

State of Washington

Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

CHERYL CHOW
Assistant Superintendent
Division of Instructional
Programs and Services

WARREN H. BURTON
Director
Office for Multicultural
and Equity Education

Prepared By:
ALBERT J. SMITH, JR., PH.D.

Commissioned By:
RESOURCE AND EVALUATION CENTER III
UNITED INDIANS OF ALL TRIBES FOUNDATION
1945 YALE PLACE EAST
SEATTLE, WASHINGTON 98102

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Albert J. Smith, Jr.

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INTRODUCTION

In a report released in April, 1985, by the Council for Postsecondary Education (CPE), entitled, "A Study of Initial Teacher Preparation in Washington," a disturbing major finding was cited:

> Minorities constituted only 4.4 percent of all certificate earners, a proportion somewhat smaller than that for minority baccalaureate degree recipients and considerably smaller than that of minority school children.[1]

As a follow-up to the 1985 CPE report which examined data reported for 1982-83, data on earners of bachelor's degrees in education for 1983-84 were generated specifically for this study. The representation of ethnic minorities among education degree earners for that year was found to be an equally disturbing 5.3 percent of all baccalaureate degrees in education awarded that year.

At a time when Washington State's minority student population is increasing at a significantly greater rate than the majority White student population, minorities here are underrepresented among students completing requirements for baccalaureate degrees in education and for teaching certificates.

Part one of this report examines this underrepresentation for the years 1982-84. Part two examines minority representation in degree completions in all degree areas.

This study is designed to be used as a reference for developing policy or program decisions addressing minority representation in teacher preparation programs and other degree areas in higher education. Related literature was reviewed and is presented, specific research was generated and conclusions and recommendations are included.

It is suggested that these findings be reviewed in consideration of: projected teacher shortages, increasing minority student (K-12) enrollments, current debate on the use(s) of teacher examinations and higher education policy regarding minority students in general.

SUMMARY OF FINDINGS AND CONCLUSIONS

- Minorities in Washington State earned 5.4 percent of the bachelor's degrees in education for 1983-84. Minorities earned 4.4 percent of the teaching certificates in 1982-83.

- While the proportion of minority certificated staff in the state's teaching corps has increased for the past ten years, the rate of increase has declined in the past five years.

- Current projections nationally and for Washington State suggest the demand for new teachers may soon exceed the supply, especially at the elementary level. Such demand comes at a time when the number of minorities entering the profession is declining.

- Washington State minority student enrollment for K-12 public schools has increased from 12.5 percent of the total enrollment in 1980 to 14.4 percent in 1984 and this trend is expected to continue.

- While the overall population of the state is estimated to have grown 3.7 percent from 1980 to 1983, the minority population (exclusive of Spanish speaking) is estimated to have grown 13.7 percent, while the estimated growth for the White population was 2.8 percent.

- The vast majority of the public school teachers who will be teaching ethnically diverse students very likely will not have knowledge of these diverse cultures, nor have formal training in multicultural education skills and knowledge as a part of their preparation for certification.

- Both the former Council for Postsecondary Education and the Washington State Temporary Committee on Educational Policies, Structure and Management recently recommended that departments of education in Washington State private and public universities review their requirements to insure that teacher education students are provided with effective preparation in multicultural and multiethnic education.

- The current national trend and recent Washington State direction toward standardized testing of education degree candidates is likely to have a negative impact on minorities entering the profession.

- A recent national study on the impact of competency testing on minorities found that, almost without exception and regardless of the examination, cut-off scores have been recommended at the precise point that eliminates a majority of the Black and Hispanic candidates, but permits most White candidates to pass.

- Minorities are not attending Washington State colleges and universities in the numbers they once were and, with few exceptions, are severely underrepresented among graduates in the 30 bachelor's degree categories reported by the former Council for Postsecondary Education.

- Black bachelor's degree earners equaled or exceeded their proportion of the total state population in only eight of the 30 areas reported and were not represented in seven degree areas. The percentage of Black participation in public affairs and protective services stands alone as double that of the percentage of Black population in the state.

- Four degree areas, business and accounting, social sciences, liberal general studies, and psychology, account for almost 55 percent of the degrees earned by Blacks in 1983-84.

- Native American bachelor's degree earners equaled or exceeded their proportion of the total state population in only five of the 30 degree areas reported and were not represented in ten degree areas.

- Four degree areas, business management, liberal general studies, education, and social sciences, account for 57 percent of all baccalaureate degrees earned by Native Americans in 1983-84.

- White bachelor's degree earners equaled or exceeded their proportion of the total state population in 14 of the 30 degree areas reported and were not represented in one degree area.

- Four degree areas, business management, social sciences, education, and engineering, account for almost 51 percent of the bachelor's degrees earned by Whites in 1983-84.

- Asian bachelor's degree earners equaled or exceeded their proportion of the total state population in 20 of the 30 degree areas reported and were not represented in two of the areas.

- Two degree areas, business and management, and engineering, account for 42 percent of all baccalaureate degrees earned by Asians in 1983-84.

- Hispanic bachelor's degree earners equaled or exceeded their proportion of the total state population in only one of the 30 degree areas reported and were not represented in six degree areas.

- Three degree areas, education, health sciences, and business and management, account for 45 percent of all baccalaureate degrees earned by Hispanics in 1983-84.

STUDY RECOMMENDATIONS

- Minority organizations and teacher preparation institutions of Washington State need to cooperatively address the lack of minority students involved in teacher education. Each teacher preparation institution should seek individual and organizational advocates for minorities in their respective service areas and work formally with them in addressing such policy and program concerns as:

  a. Financing minority students in teacher education through loans, grants, scholarships, etc.

  b. Actively recruiting minority students in high schools, community colleges and four-year universities.

  c. Developing alternative markets for minority professional development such as second careers for middle-aged minorities.

  d. Establishing enrollment target goals for minority students at each respective teacher preparation institution.

  e. Examining and sharing minority student support efforts of institutions with track records of high proportionate minority enrollments in education, e.g., Eastern Washington University.

  f. Establishing career ladders for classified minority employees.

- The minority K-12 student population is increasing at a time when the numbers of minorities entering teaching careers is declining. Alternative sources for minority role modeling need to be researched and developed, such as:

  a. Increased visibility of successful minority role models and resource people in classrooms.

b. Field trips to businesses and industries with high level representations of minorities in high skill and management positions.

- While K-12 enrollments are fast becoming increasingly diverse in Washington State, the teacher population remains largely Western European in its cultural orientation and roots. Concurrently, there has been a general lack of formal multicultural education training provided to most of the present teachers as a part of certification requirements. With this in mind, it is imperative that inservice and preservice education of teachers in multicultural education be emphasized among universities, district administrators and teachers. It is critical that the minimum generic standards in WAC 180-79-130 be implemented. Emphasis should address such multicultural considerations as:

  a. Teacher expectation behaviors toward minorities and related consequences to students.

  b. Cultural learning and teaching styles.

  c. A curricular distinction between international, global and multicultural education.

  d. The relationship of racial prejudice to student self-esteem and student learning.

- Networks need to be established with vocational and guidance counselors at high schools, community colleges and other agencies involved with vocational counseling. Orientations regarding education careers can be provided to counselors who serve minorities. This would enable the counselors to provide students who have a high interest potential in teacher preparation with the opportunity to spend time with minority professional educators, possibly earning high school or community college elective credit for the experience.

a. Develop comprehensive outreach programs.

b. Provide career ladders.

c. Provide orientation re: education careers for counselors who serve minorities.

d. Provide opportunities for "high interest" potential teacher preparation students to spend time with minority professional educators, possibly earning high school or community college elective credit for the experience -- coordinated through vocational counselor.

- All State Board of Education and higher education institutional decisions relative to teacher education reform must be considered in view of their potential impact on minorities entering the profession. For example, any decision to institute competency testing for teachers must include consideration of potential effects on minority teacher employment and retention.

- In addition to schools/colleges of education, higher education officials representing the 29 other degree fields reported on the Higher Education General Information Study (HEGIS) need to carefully and routinely monitor and report their respective minority enrollments and completions.

- Higher education officials must begin to develop enrollment incentives for minority students, work actively with high school and community college counselors to recruit minority students and take measures to ensure that their respective faculties are staffed with minorities.

- There is a need for school districts to develop employment criteria which addresses competencies in multicultural education and especially in cooperative pluralism. In addition, all educational staff need to be evaluated in consideration of multicultural education and especially cooperative pluralism.

PART ONE

ETHNIC MINORITIES IN WASHINGTON STATE TEACHER PREPARATION PROGRAMS

Two recent studies show minorities are earning bachelor's degrees in education and teaching certificates in relatively low numbers.

The Council for Postsecondary Education (CPE) Report

The report entitled, "A Study of Initial Teacher Preparation in Washington," released in April, 1985, by the Washington State Council for Postsecondary Education, produced the following disturbing findings relevant to minority representation in Washington's teacher preparation programs:

> Fewer than 5% of the teachers who prepared in 1982-83 at public universities were minorities. Almost 9% of the state university recipients of bachelor's degrees and 14% of school children in Washington are minorities.
>
> There is evidence that this is a national phenomenon. While 4.9% of White Scholastic Aptitude Test takers in 1983 indicated education as their first choice for a college major, only 3.5% of minorities did so.
>
> The State Board of Education had included a generic competency in multicultural and multiethnic education in its outcome standards for approved teacher education programs. The satisfaction of this requirement may be imperative given the relative shortage of minority teachers.[2]

The report included the following recommendations:

> The educational institutions and the State Board of Education should intensify efforts to recruit qualified minority students into teacher preparation programs. To support these efforts, state incentives should be explored.

The State Board of Education should initiate efforts to make minority students more aware of currently available career opportunities in education.

The educational institutions and the State Board of Education should review and, when necessary, strengthen current program provisions for meeting the Board's generic competency in multicultural and multi-ethnic education.[3]

In its April, 1985, report, CPE used several sources of information to get as complete a picture of ethnicity as possible, including employers' reports of ethnicity to the Office of the Superintendent of Public Instruction (SPI), student reports of ethnicity to SPI on the employment status survey, and the records of the five educational institutions involved with the study. Assuming the 18 percent identified as "unknowns" to be Whites, the report concluded that only 4.4 percent of the certificate earners were known to be minorities.

Table 1, reprinted from the report with CPE permission, placed ethnicity of certificate earners in juxtaposition to other Washington State ethnicity data.[4]

TABLE 1

ETHNIC GROUP COMPARISONS

	ASIAN	BLACK	HISPANIC	INDIAN	OTHER	WHITE
Certificate earners, Washington public universities, 1982-83	1.6%	0.7%	1.0%	0.6%	0.4%	95.6%[a]
Bachelor's degree earners, Washington public universities, 1982-83[b]	4.9%	2.1%	1.0%	0.8%	NR[g]	91.4%
Undergraduate enrollments, Washington four-year public, fall 1982[c]	5.9%	2.4%	1.2%	1.0%	NR	89.5%
K-12 school enrollment, Washington public and private, fall 1983[d]	4.4%	3.6%	3.6%	2.3%	NR	86.1%
Classroom teachers by FTE's, Washington schools, October 1983[e]	1.9%	1.9%	1.0%	0.7%	NR	94.6%
All Washington residents, estimates, 1983[f]	3.1%	2.7%	3.0%	1.5%	0.5%	89.3%

[a] Includes those known to be White and those whose ethnicity is unknown

[b] Source: HEGIS Survey, Degrees and Other Formal Awards Conferred

[c] Source: HEGIS Survey, Fall Enrollment and Compliance Report for Institutions of Higher Education

[d] Source: Minority Enrollments in Public and Private Schools, Office of the Superintendent of Public Instruction, October, 1983

[e] Source: Selected Statistics Related to School Desegregation on the Basis of Race and Sex, Office of the Superintendent of Public Instruction, November, 1984

[f] Source: Washington State Office of Financial Management, Special Report No. 72

[g] Data not reported in this category

Overall, Blacks and Asians appear to be the most consistently underrepresented although Hispanics and Indians are more underrepresented in certificate earners than Asians when compared with their percentages of school children and all state residents.

Table 1 illustrates the difference between minority certificate earners and K-12 public and private minority student enrollments. This is particularly interesting in consideration of K-12 minority student growth trends and projections. According to the National Center for Educational Statistics, the proportion of minority children in Washington State public schools has recently increased dramatically, doubling between 1970 and 1980 from seven percent to 14.1 percent of the total K-12 state enrollment. Only eight states exceeded Washington's minority student growth during this period.[5]

Table 2 below, also reprinted from the CPE report, compares minority certificate earners to minority baccalaureate degree recipients at each of five state institutions.

TABLE 2

PERCENTAGE OF MINORITY CERTIFICATE EARNERS AND BACCALAUREATE DEGREE RECIPIENTS AT FIVE PUBLIC UNIVERSITIES, 1982-83

INSTITUTION	CERTIFICATE EARNERS	BACCALAUREATE RECIPIENTS
CWU	4.9%	3.5%
EWU	4.0%	11.6%
UW	7.7%	12.7%
WSU	0.8%	5.2%
WWU	4.6%	4.6%

Table 2 shows an underrepresentation of minority earners of teaching certificates compared to minority recipients of baccalaureate degrees at the two research universities (UW and WSU) and at Eastern Washington University, the institutions with the highest proportion of minorities reported among their graduates. According to the CPE report, the minority underrepresentation at Eastern and the University of Washington occurs primarily with Asians and Blacks, while at Washington State University it occurs across all ethnic minority groups. Central Washington University alone shows a higher proportion of minority teaching certificate earners compared to all minority baccalaureate degree recipients.[6]

Follow-up to the CPE Report

In the course of examining data reported in the CPE report (April, 1985) showing an underrepresentation of minorities among 1982-83 teaching certificate earners, it was decided to consider these data along with 1983-84 data on earners of bachelor's degrees in education. These data are retrieved specifically for this study from CPE's annual federal Higher Education General Information Study (HEGIS) reports prepared and submitted annually by each Washington State institution of higher education. Due to time constraints, only data on file for the 1983-84 reporting year were accessed. The data were compiled by separately reviewing each institution's HEGIS report for 1983-84. For verification of retrieval accuracy, CPE was asked to review the tables developed from its HEGIS files. CPE responded positively. See Appendix A for the CPE response.

State HEGIS XIX data had not previously been accessed and are presented here for the first time.

Ethnic data were unavailable through HEGIS XIX for Gonzaga University, Whitworth College, Seattle Pacific University, Western Washington University and Walla Walla College. It should be noted that ethnic data reporting requirements are cyclical among the universities and colleges for HEGIS purposes and that ethnic data, though not cited in Table 3, are available from these five institutions for some years other than 1983-84. The nine institutions reporting ethnic data in Table 3 account for 68.7 percent of the state 1983-84 baccalaureate degrees in education.

TABLE 3

1983-84 BACCALAUREATE DEGREES IN EDUCATION
AWARDED FROM WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION (IHEs)
BY IHE AND ETHNICITY*

IHE	1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
HERITAGE COLLEGE	--	--	2	--	--	7	9
EWU	--	--	7	2	8	302	319
WSU	5	--	--	--	1	192	198
UW	2	2	1	11	3	111	130
CWU	--	3	2	2	7	253	267
UPS	--	1	--	--	--	30	31
SU	1	--	--	1	2	38	42
PLU	--	2	--	4	--	134	140
ST. MARTIN'S	--	--	--	--	--	5	5
TOTALS	8	8	12	20	21	1,072	1,141

*NOTE: Ethnic data was unavailable through HEGIS XIX for Gonzaga University, Whitworth College, SPU, WWU and Walla Walla College. The nine IHEs reporting ethnic data here represent 68.7% of the state 1983-84 baccalaureate degree earners in education.

SOURCE: HEGIS XIX, U.S. Department of Education

Table 3 shows that minorities earned 5.4 percent of the total number of Bachelor of Education degrees for the 1983-84 academic year. The CPE report covering 1982-83, showed that 4.4 percent of the teacher certificates were earned by minorities. The five public institutions CPE studied represented approximately 70 percent of the teachers completing teacher certificate programs in Washington State in 1982-83.

These data show a serious underrepresentation of minorities completing teacher preparation programs in Washington State when compared with the state's general and K-12 minority populations. This is particularly disturbing when the current proportionate increases in minority K-12 students is taken into account.

Current Representation of Minorities Among Washington State Certificated Staff

While the proportion of minority certificated staff in the state's teaching corps has increased the past ten years, the rate of increase has declined in the past five years.

Table 4 was developed from data provided in the SPI report entitled, "School District Staffing -- Selected Statistics Related to School Desegregation on the Basis of Race and Sex," and illustrates both the ethnic composition and the total minority proportion of the state's teacher certified staff.

TABLE 4

NUMBER AND PERCENTAGE OF CERTIFICATED STAFF
BY RACIAL/ETHNIC CATEGORY

CATEGORY	1975-76	1977-78	1980-81	1981-82	1982-83	1983-84	1984-85
AMERICAN INDIAN	195	265	297	302	299	317	332
ASIAN	572	692	743	722	739	793	833
BLACK	676	776	782	775	791	842	878
CAUCASIAN	39,599	39,899	41,278	39,692	39,943	42,638	43,512
HISPANIC	194	273	314	354	372	414	439
TOTALS	41,236	41,905	43,414	41,485	42,144	45,004	45,994
TOTAL MINORITY	1,637	2,006	2,136	2,153	2,201	2,366	2,482
MINORITY TO MAJORITY PROPORTION	3.97%	4.79%	4.92%	5.15%	5.22%	5.26%	5.40%

Table 4 shows that over the past ten year period, the proportion of certificated staff has increased from 3.97 percent in 1975-76 to 5.4 percent in 1984-85. However, the rate of increase over the past five years has declined. Certificated minority staff increased by 23 percent during the first five years while the proportionate increase for the second five years of this period was less than 10 percent.

A New Demand for Teachers May Be Coming Soon

Current projections nationally and for the state of Washington suggest the demand for new teachers will soon exceed the supply, especially at the elementary level. Such demand comes at a time when the number of minorities entering the profession is declining.

In 1984, the National Center for Educational Statistics predicted that beginning in the mid-1980s, the demand for additional teachers will exceed the supply of new teacher graduates on a national level and that elementary schools will account for two-thirds of this demand.[8]

In Washington State, SPI's 1983-84 Professional Education Annual Report concluded that, assuming a teacher-student ratio of 22:1, 7,227 additional elementary teachers will be needed between 1983 and 1990, and that between those years, the public and private school K-12 enrollment will increase by 159,600 students, an average of more than 26,000 students a year beginning in 1984.[9]

SPI believes that Washington State has, and should have, an adequate number of teachers to meet the needs of its schools through the balance of the 1980s. However, by 1989-90, with current levels of student growth continuing, the school district reserve pools that presently provide half or more of beginning teachers may become depleted, thus forcing districts to rely more on the state's teacher training institutions to fill the need for new teachers.

Two concerns already presented in this report are relevant to teacher supply and demand forecasts. First, if current birth rates and immigration patterns continue as expected, minorities will represent an increasing percentage of K-12 students in Washington. Second, if the current low proportion of minority students who earn education degrees and complete teacher certification requirements continues, the gap between minority teacher representation and the proportion of minority students in K-12 schools will widen dramatically in the near future. This is cause for serious concern given the acceptance by most educators of the importance of ethnic role modeling for <u>all</u> youngsters, minority and majority.

The Number of Washington State's K-12 Minority Students is Growing Proportionately More Than the White Student Population

Washington State's minority student enrollment for K-12 public schools has increased from 12.5 percent of the total enrollment in 1980 to 14.4 percent in 1984. This trend is expected to continue.

The minority K-12 student population in Washington State is growing significantly faster than the White student population. SPI's report entitled, "Selected Statistics Related to School Desegregation on the Basis of Race," delineates minority enrollment changes. Table 5 is reprinted from this report with permission.

TABLE 5

CHANGES IN MINORITY ENROLLMENT

CATEGORY	1980		1982		1983		1984	
	#	%	#	%	#	%	#	%
AM. INDIAN	19,641	2.59	17,337	2.34	17,273	2.35	17,298	2.33
ASIAN	27,335	3.61	32,244	4.35	32,690	4.44	33,965	4.58
BLACK	23,194	3.06	25,854	3.49	26,584	3.61	27,167	3.67
HISPANIC	24,130	3.19	26,104	3.53	27,073	3.68	28,632	3.86
TOTALS	94,300	12.45	101,539	13.71	103,620	14.08	107,062	14.44

Table 5 shows that as of October, 1984, minority enrollment increased from 12.5 percent of the total 1980 public school enrollment to 14.4 percent. Hispanic and Asian enrollments showed the greatest increases. Black enrollment reflected a modest gain, while American Indian enrollment declined slightly.

1980 Census Bureau data on birth rates indicate that among Washington's White population, 7.1 percent were under five years old, while among the Black population, 9.6 percent were under five years old. Census data on Native Americans, Asians and Hispanics were collapsed into "other races" and among these groups 11.1 percent were under five years old.[11]

Washington's ethnic minority student population is not only growing but is dispersing as well. In 1970, there were 131 school districts serving White students only. In October, 1984, only 13 of the 299 school districts enrolled only White students.[12]

Another source of racial and cultural diversification of Washington State results from immigration. The number of refugee K-12 students in the state grew from 2,647 in 1979 to 8,700 in 1982.[13] In a written presentation in January, 1985, to the State Board of Education, SPI reported that these 8,700 refugee students were enrolled in the public schools. This places Washington State nationally in the top five states with proportions of enrolled refugee students.[14] In 1978, school districts reported use of over 80 separate languages and dialects. Tests required by state law show 12,000 students in the Limited English Proficiency categories of Non-English Speaking and Other Language Dominant.

Washington State minority populations are increasing at a greater proportionate rate than the state's White population. Table 6 presents recent data on state population growth.

TABLE 6

WASHINGTON STATE POPULATION CHANGES,
1980-83, BY RACIAL CATEGORY

RACIAL GROUP	1980 CENSUS	1983 ESTIMATE*	NUMBER INCREASE	PERCENT CHANGE
WHITE	3,779,170	3,883,824	104,654	2.8
BLACK	105,574	117,916	12,342	11.7
INDIAN	60,804	65,109	4,305	7.1
ASIAN	110,052	136,399	26,347	23.9
SPANISH ORIGIN**	120,016	127,094	7,078	5.9
OTHER	76,556	81,852	5,296	6.9
TOTALS	4,252,172	4,412,194	160,022	3.8

* State population estimates

**Spanish origin not a separate racial category; cf OFM Special Report #72

Source: U.S. Department of Commerce, Bureau of the Census
Washington State Office of Financial Management, Special Report #72

Table 6 shows that the overall population of Washington State is estimated to have grown 3.7 percent from 1980 to 1983, while the minority population (inclusive of "Spanish Origin" and exclusive of "Other") is estimated to have grown 12.6 percent and the White population only 2.8 percent.

Teacher Readiness to Teach Multiculturally

The vast majority of the public school teachers who will be teaching a growing, ethnically diverse Washington State student population very likely will not have knowledge of these diverse cultures nor have formal training in multicultural educational skills as part of their preparation for certification.

As mentioned previously, the lower proportion of minorities earning teaching certificates and education degrees and the rapid increase in K-12 minority enrollment as compared to White enrollment in Washington raise the prospect of greater numbers of culturally White-European teachers teaching minority students in the state. Just how prepared will teachers be to teach Washington's culturally diverse K-12 student population as it continues to become more non-White in its racial and cultural roots?

Until 1977, teacher training that focused on cross-cultural contact between teachers and students of differing cultural orientations was not found among the accreditation standards of the American Association of Colleges of Teacher Education (AACTE) nor the National Council for Accreditation of Teacher Education (NCATE).[15] In 1978, Washington State mandated generic standards for state certification of teachers. These standards, as specified in WAC 180-79-130(a), include reference to undergraduate training for teachers in multicultural education:

> A candidate for an initial certificate as a teacher, administrator or educational staff associate must demonstrate, while completing an approved preparation program, knowledge and skill in the following areas:
>
> (a) Socio-cultural-economic differences and human relations. The candidate has knowledge of and appreciation for the history, contributions and traditions of various ethnic, sex, age, socio-economic, cultural and minority groups; recognizes dehumanizing biases; creates educational environments which contribute to the self-esteem of all persons and to positive human relationships and facilitates understanding of the beliefs, values and lifestyles of individuals from diverse groups and cultures.[16]

Both the Council for Postsecondary Education[17] and the Washington State Temporary Committee on Educational Policies, Structure and Management[18] have recently made recommendations that departments of education review their requirements to insure that teacher education students are provided with effective preparation in multicultural and multiethnic education. The Temporary

Committee recommended that such courses be required for completion of degree programs in education, as well as for certificate renewal where not previously taken. The CPE recommendations called for the State Board of Education and the teacher preparation institutions to review and strengthen current program provisions intended to address the generic standard as specified in WAC 180-79-130(a).[19]

As requirements for certification have only recently included multicultural education, the average school teacher in Washington and the nation has not had multicultural education as required course work in his or her preservice training experiences.

There are several definitions of multicultural education. Generally, multicultural education for teachers emphasizes recognition of cultural biases, skills necessary to create educational environments that contribute to the positive self-esteem of students and interpersonal communication skills that are sensitive to cultural differences among students. Multicultural education presumes an awareness of the teaching act as a cross-cultural encounter and that each student brings a unique cultural identity to the classroom. How classmates and, more importantly, the teacher perceive the student significantly affects this identity.

Potential Impact of Teacher Tests on Minorities Entering the Profession

The current national trend and recent Washington State direction toward standardized testing of education degree candidates is likely to have a negative impact on minorities entering the teaching profession.

In November, 1984, the State Board of Education approved a recommendation by the Professional Education Advisory Committee (PEAC) to develop a prototype Washington Teacher's Examination to test a prospective teacher's knowledge of the content areas identified in the State Board of Education's standards (generic competencies and content in the candidate's teaching field).

In January, 1985, the State Board also specified a minimum combined score of 80 on the verbal and quantitative components of the Washington Pre-college Test for admission to teacher preparation programs. These developments merit serious attention in consideration of the minority representation issues presented thus far in this study. While not referencing any specific minority related concern, SPI's 1984 Teacher Supply and Demand study warned that policies requiring teachers to pass competency tests and raising the admission criteria for prospective teachers at the state universities and colleges, could sharply reduce the number of newly certified teachers.[20]

Testing teachers or prospective teachers to measure effective teaching skills, behaviors and knowledge is and will continue to be a highly controversial issue among educators. Fueling the controversy with concerns about minority representation in teaching is absolutely necessary if teacher education is to be proactive or anticipatory.

With large and growing minority populations in Washington State, along with an underrepresentation of minorities entering teaching, the impact of a teacher's examination on representation of minorities in the teaching profession needs to be carefully monitored and studied as results of such testing in other states are disturbing. In a recent Education Week article entitled, "We Must Interrupt the Cycle of Minority-Group Failure," Bernard R. Gifford, Dean of the University of California's Graduate School of Education, reported:

> In California, of the 6,644 minority candidates who took the first California Basic Education Skills Test (CBEST) in 1983, 3,854 or 58%, failed. The highest failure rate was among Blacks. Of the 2,040 Blacks who took the exam, only 530 were able to proceed with their plans to be teachers, a paltry 26%. For other minority groups, the test results were not much better; only 834 (39%) of 2,133 Mexican-Americans and 637 (50%) of 1,259 Asian-Americans passed. In comparison, the passing rate for Whites was 76% with 18,856 of the 24,540 Whites who took the exam passing.[21]

Education Daily recently cited findings of an Educational Testing Service (ETS) study:

> In Georgia, for example, 87% of the White students passed that state's teacher competency test on the first try, compared with 34% of the Black students.[22]

The ETS study concluded that although state screening is necessary, most state policies are screening potential minority teachers out of the profession rather than developing the talents of those who want to become teachers. It further concludes that current screening practices by many states will contribute to fewer minority teachers entering the profession at a time when K-12 schools are educating increasing numbers of minority students.

Arnold M. Gallegos, Dean of Northern Arizona University's College of Education, discussed the impact of the Arizona Teacher Proficiency Examination (ATPE) on minorities:

> The high failure rate on competency tests among minority teacher candidates (in Arizona, approximately 66% fail) and potential consequences . . . raise serious questions about the use and abuse of teacher competency testing and the impact that such tests could have on U.S. society.[23]

In a forthcoming book chapter entitled, "The Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers," G. Pritchy Smith, a member of the 1984 AACTE Task Force on Multicultural Education, describes a generally pessimistic impact of competency testing on minority teachers in the states he studied.[24] He predicts the competency testing movement, supported by recent court decisions, will continue to grow. He further predicts that exclusion of minorities from teaching careers via competency testing, along with normal attrition through retirements and teacher burnout, could reduce the nation's minority representation in teaching to less than 5 percent by 1990.

Smith argues that exclusion of minorities from teaching careers reduces role modeling opportunities for minority children and reduces the multicultural learning opportunities of all children.

> The presence of minority teachers contributes to the quality of education of all children in a pluralistic society. Whereas cross-cultural exposure for children of the majority population is an especially important factor in their development of healthy social attitudes, minority teachers as role models are essential to the minority child's learning environment. The reduction of the number of minority teachers to less than 5% will be especially untimely as the minority elementary and secondary public school national enrollment reaches 30% by 1990.[25]

It is particularly interesting to compare Smith's national percentage forecasts for minority student increases and minority teacher underrepresentation to similar trends in Washington State. Smith argues that, with the exception of eliminating large numbers of minority teachers, the use of competency tests is not likely to significantly alter the general profile of the national teaching force which historically has been over 87 percent White (94.6 percent in 1983 in Washington State). In his study of states presently implementing these tests, he found that almost without exception and regardless of the examination, cut-off scores have been recommended or established at the precise point that eliminates a majority of the Black and Hispanic candidates.

Looking specifically at Washington State, unpublished data from the CPE study of 1982-83 teacher preparation program, completers suggest a similar effect of the cut-off score recently adopted by the State Board of Education on admissions to teacher training programs. In that year (1982-83), the State Board cut-off score, had it been implemented, would have eliminated 35 percent of the minority certificate earners, but only 9 percent of the non-minorities.[26]

A general conclusion drawn from review of the preceding citations is that although teacher competency testing programs have been ostensibly designed to insure excellence in teaching, the effect will be to reduce minority representation in teacher preparation programs. Testing will tend to maintain the status quo and serve to guarantee the elimination of minority teachers at a time when they will be sorely needed.

Study Recommendations

1. Minority organizations and teacher preparation institutions of Washington State need to cooperatively address the lack of minority students involved in teacher education. Each teacher preparation institution should seek individual and organizational advocates for minorities in their respective service areas and work formally with them in addressing such policy and program concerns as:

   a. Financing minority students in teacher education through loans, grants, scholarships, etc.

   b. Actively recruiting minority students in high schools, community colleges and four-year universities.

   c. Developing alternative markets for minority professional development such as second careers for middle-aged minorities.

   d. Establishing enrollment target goals for minority students at each respective teacher preparation institution.

   e. Examining and sharing minority student support efforts of institutions with track records of high proportionate minority enrollments in education, e.g., Eastern Washington University.

2. The minority K-12 student population is increasing at a time when the numbers of minorities entering teaching careers is declining. Alternative sources for minority role modeling need to be researched and developed, such as:

a. Minority volunteers in classrooms.

b. Field trips to businesses and industries with high level representations of minorities in high skill and management positions.

3. While K-12 enrollments are fast becoming more ethnically and racially diverse in Washington State, the teacher population remains largely White-European in its cultural orientation and roots. Concurrently, there has been a general lack of formal multicultural education training provided to most of the present teachers as a part of certification requirements. With this in mind, it is imperative that in-service and preservice education of teachers in multicultural education be emphasized among universities, district administrators and teachers. Emphasis should address such multicultural considerations as:

   a. Teacher expectation behaviors toward minorities and related consequences to students.

   b. Cultural learning and teaching styles.

   c. A curricular distinction between international, global and multicultural education.

   d. The relationship of racial prejudice to student self-esteem and student learning.

4. Networks need to be established with vocational counselors at high schools, community colleges and other agencies involved with vocational counseling. Orientations regarding education careers can be provided to counselors who serve minorities. This would enable the counselors to provide students who have a high interest potential in teacher preparation with the opportunity to spend time with minority professional educators, possibly earning high school or community college elective credit for the experience.

5. All State Board of Education and higher education institutional decisions relative to teacher education reform must be considered in view of their potential impact on minorities entering the profession. For example, any decision to institute competency testing for teachers must include consideration of potential effects on minority teacher employment and retention.

6. In addition to schools/colleges of education, higher education officials representing the 29 other degree fields reported on the Higher Education General Information Study (HEGIS) need to carefully and routinely monitor and report their respective minority enrollments and completions.

7. Higher education officials must begin to develop enrollment incentives for minority students, work actively with high school and community college counselors to recruit minority students and take measures to ensure that their respective faculties are staffed with minorities.

PART TWO

ETHNIC MINORITY REPRESENTATION AMONG WASHINGTON STATE BACHELOR'S DEGREE EARNERS

Minorities are not attending Washington State universities in the numbers they once were and, with few exceptions, are seriously underrepresented among graduates in the 30 bachelor's degree categories reported by the Council for Postsecondary Education.

Background and Study Methodology

A recent publication (August, 1985) of the Ford Foundation expressed a national concern shared in Washington State over the declining number of minority students entering and graduating from the nation's universities.

> Minorities continue to be seriously underrepresented in student bodies and facilities in American colleges and universities. Blacks, Hispanics, and Native Americans constitute more than 20 percent of the college aged population -- but earn only nine percent of the B.A. degrees. At high academic levels, disparities are even greater. These minorities earn only six percent of the doctoral degrees and hold similarly full-time faculty positions.[27]

As HEGIS data on 1983-84 bachelor's degrees in education were being retrieved from the CPE files, the investigator became interested in other bachelor's degree areas. The HEGIS reports cover 30 different degree categories, including education, each with extensive subcategories of specific majors, e.g., special education. Once education degree data were examined, data on minority representation among the 29 other degree categories were retrieved, tabulated and reviewed. These data were subsequently tabulated for inclusion in this study. For verification of retrieval accuracy, CPE was asked to review the tables developed from its HEGIS files. CPE responded with a positive verification. See Appendix A for the CPE response.

Table 7 below lists the institutions that submitted HEGIS XIX (1983-84) reports and the institutions whose reports omitted ethnic data.

TABLE 7

BACCALAUREATE DEGREES EARNED IN WASHINGTON STATE
INSTITUTIONS OF HIGHER EDUCATION IN 1983-84

INSTITUTION	BACHELOR'S DEGREES AWARDED*
EWU	1,627
WSU	2,814
UW	5,065
CWU	1,373
UPS	623
WHITWORTH**	268
GONZAGA**	415
WWU **	1,773
EVERGREEN	497
WALLA WALLA**	259
WHITMAN	247
SPU**	533
SU	647
PLU	613
ST. MARTIN'S	179
CITY UNIVERSITY	249
GRIFFIN COLLEGE**	127
TOTAL	17,309

* Exclusive of B.A. degrees in medicine, law, philosophy/religion and theology
**Ethnic data not available

Source: HEGIS XIX, U.S. Department of Education

As each institution's HEGIS XIX CPE file was examined, ethnic data for the 30 degree categories were tabulated and is presented in Appendix B. From these tabulations, tables 11 through 20 were developed in consideration of: (1) minority student representation in each of the 30 bachelor's degree categories compared to the total minority population of the state; and (2) the bachelor's degree categories in which most minority students received degrees.

Results and Conclusions

Tables 11 through 20 correspond to the narrative descriptions presented below and are found in Appendix C.

Black Graduates

Table 11 compares the number of Black baccalaureate degree earners to the total number of earners for each of the 30 HEGIS degree categories, and presents the rank order.

Black bachelor's degree earners equaled or exceeded their proportion of the total state population in only eight of the 30 degree areas reported, and were not represented in seven degree areas. The percentages of Black participation in affairs and protective services stand alone as double that of the Black percentage of Washingtonians.

Table 12 presents rank order data on Black baccalaureate degree earners per degree area as a proportion of all Black baccalaureate degree earners.

Four degree areas, business and accounting, social sciences, liberal general studies, and psychology, account for almost 55 percent of all baccalaureate degrees earned by Blacks in 1983-84.

Native American Graduates

Table 13 compares the number of Native American baccalaureate degree earners to the total number of earners for each of the 30 HEGIS degree categories and presents the rank order.

Native American bachelor's degree earners equaled or exceeded their proportion of the total state population in only five of the 30 degree areas reported, and were not represented in ten degree areas.

Table 14 presents rank order data on Native American baccalaureate degree earners per degree area as a proportion of all Native American baccalaureate degree earners.

Four degree areas, business management, liberal general studies, education, and social sciences, account for 57 percent of all baccalaureate degrees earned by Native Americans in 1983-84.

White Graduates

Table 15 compares the number of White baccalaureate degree earners to the total number of earners for each of the 30 HEGIS degree categories, and presents the rank order.

White bachelor's degree earners equaled or exceeded their proportion of the total state population in 14 of the 30 degree areas reported, and were not represented in one degree category.

Table 16 presents rank order data on White baccalaureate degree earners per degree area as a proportion of all White baccalaureate degree earners.

Four degree areas, business management, social sciences, education, and engineering, account for almost 51 percent of all baccalaureate degrees earned by Whites in 1983-84.

Asian Graduates

Table 17 compares the number of Asian baccalaureate degree earners to the total number of earners for each of the 30 HEGIS degree categories, and presents the rank order.

Asian bachelor's degree earners equaled or exceeded their proportion of the total state population in 20 of the 30 degree areas reported, and were not represented in two of the categories.

Table 18 presents rank order data on Asian baccalaureate degree earners per degree area as a proportion of all Asian baccalaureate degree earners.

Two degree areas, business management and engineering, account for 42 percent of all baccalaureate degrees earned by Asians in 1983-84.

Hispanic Graduates

Table 19 compares the number of Hispanic baccalaureate degree earners to the total number of earners for each of the 30 HEGIS degree categories, and presents the rank order.

Hispanic bachelor's degree earners equaled or exceeded their proportion of the total state population in only one of 30 degree areas reported, and were not represented in six degree categories.

Table 20 presents rank order data on Hispanic baccalaureate degree earners per degree area as a proportion of all Hispanic baccalaureate degree earners.

Three degree areas, education, health sciences and business management, account for 45 percent of all baccalaureate degrees earned by Hispanics in 1983-84.

Recommendations

In addition to schools/colleges of education, higher education officials representing the 29 other degree fields reported by HEGIS need to carefully and routinely monitor their respective minority enrollments and completions, develop incentives for minorities to enroll in their programs, work actively with high school and community college counselors to recruit minority students, and take measures to insure that their respective faculties are staffed with minorities.

MINORITY REPRESENTATION AMONG MASTER'S DEGREES
AND DOCTORATES IN 1983-84

Tables 8 and 9 were developed in conjunction with bachelor's degree data retrieved from CPE HEGIS XIX, and are presented here without discussion.

TABLE 8

1983-84 MASTER'S DEGREES IN EDUCATION
AWARDED FROM WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION (IHEs)
BY IHE AND ETHNICITY*

IHE		1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
HERITAGE COLLEGE		5	--	--	--	1	6	12
EWU		--	4	--	--	1	70	75
WSU		18	--	2	--	--	48	68
UW		--	6	1	7	1	116	131
CWU		--	2	4	1	--	83	90
UPS		--	--	--	--	--	15	15
SU		--	3	--	--	--	74	77
PLU		1	3	--	--	--	41	45
ST. MARTIN'S		--	--	--	--	--	4	4
TOTALS	#	24	18	7	8	3	457	517
	%	(4.6)	(3.5)	(1.4)	(1.5)	(0.6)	(88.4)	

*NOTE: Ethnic data was unavailable through HEGIS XIX for Gonzaga University, Whitworth College, SPU, WWU and Walla Walla College. The nine IHEs reporting ethnic data here represent 58% of the state 1983-84 master's degree earners in education.

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 9

1983-84 DOCTORAL DEGREES IN EDUCATION
AWARDED FROM WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION (IHEs)
BY IHE AND ETHNICITY

IHE	1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
WSU	--	--	--	--	--	30	30
UW	1	3	4	--	1	40	49
SU	--	--	--	1	--	16	17
TOTALS	1	3	4	1	1	86	105*

*NOTE: Ethnic data on the nine 83-84 doctoral graduates of Gonzaga University was unavailable through HEGIS XIX.

SOURCE: HEGIS XIX, U.S. Department of Education

FOOTNOTES

1. Council for Postsecondary Education (CPE), "A Study of Initial Teacher Preparation in Washington," April, 1985, prepared by Dr. Barry L. Bull, Olympia, Washington, p. 16.

2. Ibid., p. 6.

3. Ibid., p. 6.

4. Ibid., Table 14, p. 69.

5. National Center for Educational Statistics, "The Condition of Education," 1984 edition, edited by Valena White Plesko, U.S. Government Printing Office, Washington, D.C., p. 18.

6. CPE, op. cit., Table 15, p. 70.

7. Superintendent of Public Instruction (SPI), "Selected Statistics Related to School Desegregation on the Basis of Race and Gender -- School District Staffing," printed July, 1985, Olympia, Washington, p. 6, Section 15.

8. National Center for Educational Statistics, op. cit., pp. 8-9.

9. Superintendent of Public Instruction (SPI), "Professional Education: Annual Report, Special Theme, Teacher Supply and Demand, 1983-84," Olympia, Washington, pp. 1-6.

10. Superintendent of Public Instruction (SPI), Selected Statistics Related to School Desegregation on the Basis of Race -- School District Enrollments," printed August, 1985, Olympia, Washington, p. 2, Section 4.

11. Educational Service District 121, Early Childhood Education Study -- Washington's Three and Four Year Olds, December, 1981, Table 5: Washington State Population Counts by Age, Race, and Sex on April 1, 1980, p. 76.

12. SPI Selected Statistics on Desegregation, op. cit., p. 1, Section 2.

13. Superintendent of Public Instruction (SPI), Conference Report entitled, "Toward the Year 2000," Olympia, Washington, p. 98.

14. Superintendent of Public Instruction (SPI), "A Presentation to the Washington State Board of Education," by Warren H. Burton, January 18, 1985, Olympia, Washington, p.2.

15. James, Richard L., "Multicultural Education: AACTE Standard Rationale," Journal of Teacher Education, Jan.-Feb., 1978, pp. 13-20.

16. Common School Manual, 1984 edition, Washington Administrative Code, Chapter 180-79, Professional Preparation Certification Requirements, Superintendent of Public Instruction, Olympia, Washington.

17. CPE op. cit., p. 6.

18. Report of the Washington State Temporary Committee on Educational Policies, Structure and Management, "The Paramount Duty," January, 1985, p. 52.

19. Washington Administrative Code (WAC), op. cit.

20. SPI, "Professional Education: Annual Report," op. cit., p. 1.

21. Gifford, Bernard R., "We Must Interrupt the Cycle of Minority-Group Failure," Education Week, Vol. IV, Number 26, March 20, 1985, published by Editorial Projects in Education, Inc., Washington, D.C., p. 24.

22. "Study Finds Teacher Screening Methods Faulty," Education Daily, Vol. 18, No. 34, Tuesday, February 19, 1985, p. 1.

23. Gallegos, Arnold M., "The Negative Consequences of Teacher Competency Testing," Phi Delta Kappan, Vol. 65, No. 9, May, 1984, p. 631.

24. Smith, G. Pritchy, "The Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers," unpublished chapter for a book entitled, Research in Teacher Education, edited by Marty Haberman, scheduled for release in 1985, pp. 37-40.

25. Smith, ibid., p. 38.

26. Interview with Dr. Barry Bull of the Council for Postsecondary Education.

27. Ford Foundation Letter, Vol. 16, No. 4, August 1, 1985, p. 1.

APPENDICES

APPENDIX A

CARL A. TRENDLER
Executive Coordinator

STATE OF WASHINGTON
COUNCIL FOR POSTSECONDARY EDUCATION
908 East Fifth Avenue, EW-11 • Olympia, Washington 98504 • (206) 753-2210 • (SCAN) 234-2210

April 26, 1985

Dr. Albert Smith
2224 Broadway Avenue, East
Seattle, WA 98102

Dear Al:

Thank you for sending me the drafts of the tables you have prepared using the HEGIS XIX data. Spot checks of the tables against the original data suggest that they are accurate. Your care in tabulating the data will keep questions of accuracy from clouding the much more important and substantive issues which you are researching.

I look forward to receiving the final report which you are preparing for the United Indians of All Tribes. Your findings will, I hope, be made available to the administrative officers of Washington's public and private institutions of higher education.

As we have discussed, the issue of minority representation in higher education in this state has to this point been only superficially researched. Your work has begun to plumb the complexities of the issue, but additional research is needed, especially on historical trends. I hope you will seek the support needed to continue your work and will be happy to help in any way that I can.

Sincerely,

Barry L. Bull
Policy Associate

BLB/dc

cc: Carol Minugh, Director
United Indians of All Tribes

TABLE 10

1983-84 BACHELOR'S DEGREE AWARDS FROM WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION BY DEGREE AREA AND ETHNICITY

DEGREE AREA	1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
EDUCATION	8	8	12	20	21	1,072	1,141
%	0.7	0.7	1.1	1.8	1.8	94.0	100
BUSINESS & MANAGEMENT	140	52	19	178	25	2,588	3,002
%	4.7	1.7	0.6	5.9	0.8	86.2	100
COMMUNICATIONS	9	13	5	21	4	623	675
%	1.3	1.9	0.7	3.1	0.6	92.3	100
ARCHITECTURE & ENVIRONMENTAL DESIGN	23	6	1	19	1	261	311
%	7.4	1.9	0.3	6.1	0.3	83.9	100
AGRIBUSINESS & AGRICULTURE PRODUCTION	3	0	0	0	0	0	3
%	100.0	0	0	0	0	0	100
AGRICULTURAL SCIENCES	8	1	0	0	2	116	127
%	6.2	0.8	0	0	1.6	91.3	100
RENEWABLE NATURAL RESOURCES	6	0	2	1	1	120	130
%	4.6	0	1.5	0.8	0.8	92.3	100
VISUAL & PERFORMING ARTS	13	5	5	25	8	453	509
%	2.6	0.9	0.9	4.9	1.6	89.0	100
COMPUTER INFORMATION SCIENCES	7	1	0	9	1	128	146
%	4.8	0.7	0	6.2	0.7	87.7	100

DEGREE AREA	1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
MULTI/INTER-DISCIPLINARY STUDIES	8	9	2	9	2	230	260
%	3.1	3.5	0.8	3.5	0.8	88.5	100
ENGINEERING & ENGINEERING TECHNOLOGY	104	8	1	122	8	982	1,225
%	8.5	0.7	0.1	10.0	0.7	80.2	100
FOREIGN LANGUAGE	2	2	2	11	1	158	176
%	1.1	1.1	1.1	6.3	0.6	89.8	100
BUSINESS & OFFICE	0	0	0	1	0	46	47
%	0	0	0	2.1	0	97.9	100
AREA & ETHNIC STUDIES	2	5	1	6	2	97	113
%	1.8	4.4	0.9	5.3	1.8	85.8	100
ALLIED HEALTH	0	6	4	38	0	197	245
%	0	2.4	1.6	15.5	0	80.4	100
HEALTH SCIENCES	9	5	6	40	11	611	682
%	1.3	0.7	0.9	5.9	1.6	89.6	100
HOME ECONOMICS	7	3	0	7	3	150	170
%	4.1	1.8	0	4.1	1.8	88.2	100
LIBERAL GENERAL STUDIES	3	24	16	21	5	622	691
%	0.4	3.5	2.3	3.0	0.7	90.0	100
VOCATIONAL HOME ECONOMICS	0	0	1	1	0	11	13
%	0	0	7.7	7.7	0	84.6	100
LETTERS	3	7	2	3	1	182	198
%	1.5	3.5	1.0	1.5	0.5	92.0	100
LIFE SCIENCES	8	4	3	47	5	483	550
%	1.5	0.7	0.6	8.5	0.9	87.8	100

DEGREE AREA	1 NON-RESIDENT ALIEN	2 BLACK, NON-HISPANIC	3 AMERICAN INDIAN, ALASKAN	4 ASIAN, PACIFIC ISLANDER	5 HISPANIC	6 WHITE, NON-HISPANIC	TOTAL
MATHEMATICS	14	3	0	25	1	150	193
%	7.3	1.6	0	12.6	0.5	77.7	100
PARKS & RECREATION	0	0	0	2	2	99	103
%	0	0	0	1.9	1.9	96.1	100
PHYSICAL SCIENCES	8	1	0	17	3	304	333
%	2.4	0.3	0	5.1	0.9	91.3	100
PSYCHOLOGY	4	17	4	21	5	398	449
%	0.9	3.8	0.9	4.7	1.1	88.6	100
PROTECTIVE SERVICES	6	12	1	3	1	141	164
%	3.7	7.3	0.6	1.8	0.6	86.0	100
PUBLIC AFFAIRS	11	10	4	9	7	85	126
%	8.7	7.9	3.2	7.1	5.5	67.5	100
SOCIAL SCIENCES	20	39	12	63	6	1,292	1,432
%	1.4	2.7	0.8	4.4	0.5	90.2	100
TRANSPORTATION & MATERIAL MOVING	0	0	0	1	0	38	39
%	0	0	0	2.6	0	97.4	100
MARKETING & DISTRIBUTION	0	0	0	1	0	20	21
%	0	0	0	4.8	0	95.2	100
TOTALS	426	241	103	721	126	11,657	13,274
%	3.2	1.8	0.8	5.4	0.9	87.8	100

*NOTE: Includes all 83-84 baccalaureate degrees earned at Evergreen State College

SOURCE: HEGIS XIX, U.S. Department of Education

APPENDIX C

TABLES 11-20

TABLE 11

RANK ORDER OF 1983-84 BLACK BACCALAUREATE DEGREE EARNERS
AS A PERCENTAGE OF ALL DEGREE EARNERS PER DEGREE AREA

BACHELOR DEGREE AREA	TOTAL NUMBER OF DEGREE EARNERS	NUMBER OF BLACK DEGREE EARNERS	% OF TOTAL	RANK
PUBLIC AFFAIRS	126	10	7.9	1
PROTECTIVE SERVICES	164	12	7.3	2
AREA & ETHNIC STUDIES	113	5	4.4	3
PSYCHOLOGY	449	17	3.8	4
LETTERS	198	7	3.5	5
LIBERAL GENERAL STUDIES	691	24	3.5	5
MULTI/INTERDISCIPLINARY STUDIES	260	9	3.5	5
1983 POPULATION REPRESENTATION: 2.7%*				
SOCIAL SCIENCES	1,432	39	2.7	6
ALLIED HEALTH	245	6	2.4	7
COMMUNICATIONS	675	13	1.9	8
ARCHITECTURE & ENVIRONMENTAL DESIGN	311	6	1.9	8
HOME ECONOMICS	170	3	1.8	9
BUSINESS & MANAGEMENT	3,002	52	1.7	10
MATHEMATICS	193	3	1.6	11
FOREIGN LANGUAGE	176	2	1.1	12
VISUAL & PERFORMING ARTS	509	5	1.0	13
AGRICULTURAL SCIENCES	127	1	0.8	14
LIFE SCIENCES	550	4	0.7	15
HEALTH SCIENCES	682	5	0.7	15
ENGINEERING & ENGINEERING TECHNOLOGY	1,225	8	0.7	15
COMPUTER INFORMATION SCIENCES	146	1	0.7	15
EDUCATION	1,141	8	0.7	15
PHYSICAL SCIENCES	333	1	0.3	16
AGRIBUSINESS & AGRICULTURE PRODUCTION	3	0	0.0	--
RENEWABLE NATURAL RESOURCES	130	0	0.0	--
BUSINESS & OFFICE	47	0	0.0	--
VOCATIONAL HOME ECONOMICS	13	0	0.0	--
PARKS & RECREATION	103	0	0.0	--
TRANSPORTATION & MATERIAL MOVING	39	0	0.0	--
MARKETING & DISTRIBUTION	21	0	0.0	--
TOTALS	13,274	241		

* 1983 estimate from Washington State Office of Financial Management, Special Report No. 72

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 12

RANK ORDER OF 1983-84 BLACK BACCALAUREATE DEGREE EARNERS BY HIGHEST NUMBER PER DEGREE AREA

BACHELOR DEGREE AREA	NUMBER OF BLACK DEGREE EARNERS	AS A PERCENT OF ALL BLACK DEGREE EARNERS	RANK
BUSINESS & MANAGEMENT	52	21.6	1
SOCIAL SCIENCES	39	16.2	2
LIBERAL GENERAL STUDIES	24	10.0	3
PSYCHOLOGY	17	7.1	4
COMMUNICATIONS	13	5.4	5
PROTECTIVE SERVICES	12	5.0	6
PUBLIC AFFAIRS	10	4.1	7
MULTI/INTERDISCIPLINARY STUDIES	9	3.7	8
ENGINEERING & ENGINEERING TECHNOLOGY	8	3.3	9
EDUCATION	8	3.3	9
LETTERS	7	2.9	10
ARCHITECTURE & ENVIRONMENTAL DESIGN	6	2.5	11
ALLIED HEALTH	6	2.5	11
HEALTH SCIENCES	5	2.1	12
VISUAL & PERFORMING ARTS	5	2.1	12
AREA & ETHNIC STUDIES	5	2.1	12
LIFE SCIENCES	4	1.7	13
HOME ECONOMICS	3	1.2	14
MATHEMATICS	3	1.2	14
FOREIGN LANGUAGE	2	0.8	15
AGRICULTURAL SCIENCES	1	0.4	16
COMPUTER INFORMATION SCIENCES	1	0.4	16
PHYSICAL SCIENCES	1	0.4	16
TOTAL	241		

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 13

RANK ORDER OF 1983-84 AMERICAN INDIAN OR ALASKAN NATIVE
BACCALAUREATE DEGREE EARNERS AS A PERCENTAGE
OF ALL DEGREE EARNERS PER DEGREE AREA

BACHELOR DEGREE AREA	TOTAL NUMBER OF DEGREE EARNERS	NUMBER OF AM. INDIAN OR ALASKAN NATIVE DEGREE EARNERS	% OF TOTAL	RANK
VOCATIONAL HOME ECONOMICS	13	1	7.7	1
PUBLIC AFFAIRS	126	4	3.2	2
LIBERAL GENERAL STUDIES	691	16	2.3	3
ALLIED HEALTH	245	4	1.6	4
RENEWABLE NATURAL RESOURCES	130	2	1.5	5
1983 POPULATION REPRESENTATION:			1.5%*	
FOREIGN LANGUAGE	176	2	1.1	6
EDUCATION	1,141	12	1.1	6
LETTERS	198	2	1.0	7
VISUAL & PERFORMING ARTS	509	5	1.0	7
AREA & ETHNIC STUDIES	113	1	0.9	8
HEALTH SCIENCES	682	6	0.9	8
PSYCHOLOGY	449	4	0.9	8
MULTI/INTERDISCIPLINARY STUDIES	260	2	0.8	9
SOCIAL SCIENCES	1,432	12	0.8	9
COMMUNICATIONS	675	5	0.7	10
BUSINESS & MANAGEMENT	3002	19	0.6	11
PROTECTIVE SERVICES	164	1	0.6	11
LIFE SCIENCES	550	3	0.5	12
ARCHITECTURE & ENVIRONMENTAL DESIGN	311	1	0.3	13
ENGINEERING & ENGINEERING TECHNOLOGY	1225	1	0.1	14
AGRIBUSINESS & AGRICULTURE PRODUCTION	3	0	0.0	--
AGRICULTURAL SCIENCES	127	0	0.0	--
COMPUTER INFORMATION SCIENCES	146	0	0.0	--
BUSINESS & OFFICE	47	0	0.0	--
HOME ECONOMICS	170	0	0.0	--
MATHEMATICS	193	0	0.0	--
PARKS & RECREATION	103	0	0.0	--
PHYSICAL SCIENCES	333	0	0.0	--
TRANSPORTATION & MATERIAL MOVING	39	0	0.0	--
MARKETING & DISTRIBUTION	21	0	0.0	--
TOTALS	13,274	103		

* 1983 estimate from Washington Office of Financial Management, Special Report No. 72.

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 14

RANK ORDER OF 1983-84 AMERICAN INDIAN OR ALASKAN NATIVE BACCALAUREATE DEGREE EARNERS BY HIGHEST NUMBER PER DEGREE EARNERS

BACHELOR DEGREE AREA	NUMBER OF AMERICAN INDIAN OR ALASKAN NATIVE DEGREE EARNERS	AS A PERCENT OF ALL AMERICAN INDIAN OR ALASKAN NATIVE DEGREE EARNERS	RANK
BUSINESS & MANAGEMENT	19	18.6	1
LIBERAL GENERAL STUDIES	16	15.7	2
EDUCATION	12	11.8	3
SOCIAL SCIENCES	12	11.8	3
HEALTH SCIENCES	6	5.9	4
COMMUNICATIONS	5	4.9	5
VISUAL & PERFORMING ARTS	5	4.9	5
ALLIED HEALTH	4	3.9	6
PSYCHOLOGY	4	3.9	6
PUBLIC AFFAIRS	4	3.9	6
LIFE SCIENCES	3	2.9	7
RENEWABLE NATURAL RESOURCES	2	2.0	8
FOREIGN LANGUAGE	2	2.0	8
LETTERS	2	2.0	8
MULTI/INTERDISCIPLINARY STUDIES	1	1.0	9
VOCATIONAL HOME ECONOMICS	1	1.0	9
PROTECTIVE SERVICES	1	1.0	9
ARCHITECTURE & ENVIRONMENTAL DESIGN	1	1.0	9
ENGINEERING & ENGINEERING TECHNOLOGY	1	1.0	9
AREA & ETHNIC STUDIES	1	1.0	9
TOTAL	102		

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 15

RANK ORDER OF 1983-84 WHITE BACCALAUREATE DEGREE EARNERS
AS A PERCENTAGE OF ALL DEGREE EARNERS PER DEGREE AREA

BACHELOR DEGREE AREA	TOTAL NUMBER OF DEGREE EARNERS	NUMBER OF WHITE DEGREE EARNERS	% OF TOTAL	RANK
BUSINESS & OFFICE	47	46	97.9	1
TRANSPORTATION & MATERIAL MOVING	39	38	97.4	2
PARKS & RECREATION	103	99	96.1	3
MARKETING & DISTRIBUTION	21	20	95.2	4
EDUCATION	1,141	1,072	94.0	5
1983 POPULATION REPRESENTATION: 89.3%*				
COMMUNICATIONS	675	623	92.3	6
RENEWABLE NATURAL RESOURCES	130	120	92.3	6
LETTERS	198	182	91.9	7
PHYSICAL SCIENCES	333	304	91.3	8
AGRICULTURAL SCIENCES	127	116	91.3	8
SOCIAL SCIENCES	1,432	1,292	90.2	9
LIBERAL GENERAL STUDIES	691	622	90.0	10
FOREIGN LANGUAGE	176	158	89.8	11
HEALTH SCIENCES	682	611	89.6	12
VISUAL & PERFORMING ARTS	509	453	89.0	13
PSYCHOLOGY	449	398	88.6	14
MULTI/INTERDISCIPLINARY STUDIES	260	230	88.5	15
HOME ECONOMICS	170	150	88.2	16
LIFE SCIENCES	550	483	87.8	17
COMPUTER INFORMATION SCIENCES	146	128	87.7	18
BUSINESS & MANAGEMENT	3,002	2,588	86.2	19
PROTECTIVE SERVICES	164	141	86.0	20
AREA & ETHNIC STUDIES	113	97	85.8	21
VOCATIONAL HOME ECONOMICS	13	11	84.6	22
ARCHITECTURE & ENVIRONMENTAL DESIGN	311	261	83.9	23
ALLIED HEALTH	245	197	80.4	24
ENGINEERING & ENGINEERING TECHNOLOGY	1,225	982	80.2	25
MATHEMATICS	193	150	77.7	26
PUBLIC AFFAIRS	126	85	67.5	27
AGRIBUSINESS & AGRICULTURAL PRODUCTION	3	0	0.0	--
TOTALS	13,274	11,657		

* 1983 estimate from Washington Office of Financial Management, Special Report No. 72.

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 16

RANK ORDER OF 1983-84 WHITE BACCALAUREATE DEGREE EARNERS BY HIGHEST NUMBER PER DEGREE AREA

BACHELOR DEGREE AREA	NUMBER OF WHITE DEGREE EARNERS	AS A PERCENT OF ALL WHITE DEGREE EARNERS	RANK
BUSINESS & MANAGEMENT	2,588	22.2	1
SOCIAL SCIENCES	1,292	11.1	2
EDUCATION	1,072	9.2	3
ENGINEERING & ENGINEERING TECHNOLOGY	982	8.4	4
COMMUNICATIONS	623	5.3	5
LIBERAL GENERAL STUDIES	622	5.3	5
HEALTH SCIENCES	611	5.2	6
LIFE SCIENCES	483	4.1	7
VISUAL & PERFORMING ARTS	453	3.9	8
PSYCHOLOGY	398	3.4	9
PHYSICAL SCIENCES	304	2.6	10
ARCHITECTURE & ENVIRONMENTAL DESIGN	261	2.2	11
MULTI/INTERDISCIPLINARY STUDIES	230	2.0	12
ALLIED HEALTH	197	1.7	13
LETTERS	182	1.6	14
FOREIGN LANGUAGE	158	1.4	15
HOME ECONOMICS	150	1.3	16
MATHEMATICS	150	1.3	16
PROTECTIVE SERVICES	141	1.2	17
COMPUTER INFORMATION SCIENCES	128	1.1	18
RENEWABLE NATURAL RESOURCES	120	1.0	19
AGRICULTURAL SCIENCES	116	1.0	19
PARKS & RECREATION	99	0.8	20
AREA & ETHNIC STUDIES	97	0.8	20
PUBLIC AFFAIRS	85	0.7	21
BUSINESS & OFFICE	46	0.4	22
TRANSPORTATION & MATERIAL MOVING	38	0.3	23
MARKETING & DISTRIBUTION	20	0.2	24
VOCATIONAL HOME ECONOMICS	11	0.1	25
TOTAL	11,657		

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 17

RANK ORDER OF 1983-84 ASIAN OR PACIFIC ISLANDER BACCALAUREATE DEGREE EARNERS AS A PERCENTAGE OF ALL DEGREE EARNERS PER DEGREE AREA

BACHELOR DEGREE AREA	TOTAL NUMBER OF DEGREE EARNERS	NUMBER OF ASIAN OR PACIFIC ISLANDER DEGREE EARNERS	% OF TOTAL	RANK
ALLIED HEALTH	245	38	15.5	1
MATHEMATICS	193	25	13.0	2
ENGINEERING & ENGINEERING TECHNOLOGY	1,225	122	10.0	3
LIFE SCIENCES	550	47	8.5	4
VOCATIONAL HOME ECONOMICS	13	1	7.7	5
1983 POPULATION REPRESENTATION: 3.1%*				
PUBLIC AFFAIRS	126	9	7.1	6
FOREIGN LANGUAGE	176	11	6.3	7
COMPUTER INFORMATION SCIENCES	146	9	6.2	8
ARCHITECTURE & ENVIRONMENTAL DESIGN	311	19	6.1	9
HEALTH SCIENCES	682	40	5.9	10
BUSINESS & MANAGEMENT	3,002	178	5.9	10
AREA & ETHNIC STUDIES	113	6	5.3	11
PHYSICAL SCIENCES	333	17	5.1	12
VISUAL & PERFORMING ARTS	509	25	4.9	13
MARKETING & DISTRIBUTION	21	1	4.8	14
PSYCHOLOGY	449	21	4.7	15
SOCIAL SCIENCES	1,432	63	4.4	16
HOME ECONOMICS	170	7	4.1	17
MULTI/INTERDISCIPLINARY STUDIES	260	9	3.5	18
COMMUNICATIONS	675	21	3.1	19
LIBERAL GENERAL STUDIES	691	21	3.0	20
TRANSPORTATION & MATERIAL MOVING	39	1	2.6	21
BUSINESS & OFFICE	47	1	2.1	22
PARKS & RECREATION	103	2	1.9	23
EDUCATION	1,141	20	1.8	24
PROTECTIVE SERVICES	164	3	1.8	24
LETTERS	198	3	1.5	25
RENEWABLE NATURAL RESOURCES	130	1	0.8	26
AGRICULTURAL SCIENCES	127	0	0.0	--
AGRIBUSINESS & AGRICULTURE PRODUCTION	3	0	0.0	--
TOTALS	13,274	721		

* 1983 estimate from Washington Office of Financial Management, Special Report No. 72.

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 18

RANK ORDER OF 1983-84 ASIAN OR PACIFIC ISLANDER BACCALAUREATE EARNERS BY HIGHEST NUMBER PER DEGREE AREA

BACHELOR DEGREE AREA	NUMBER OF ASIAN OR PACIFIC ISLANDER DEGREE EARNERS	AS A PERCENT OF ALL ASIAN OR PACIFIC ISLANDER DEGREE EARNERS	RANK
BUSINESS & MANAGEMENT	178	24.7	1
ENGINEERING & ENGINEERING TECHNOLOGY	122	16.9	2
SOCIAL SCIENCES	63	8.7	3
LIFE SCIENCES	47	6.5	4
HEALTH SCIENCES	40	5.5	5
ALLIED HEALTH	38	5.3	6
VISUAL & PERFORMING ARTS	25	3.5	7
MATHEMATICS	25	3.5	7
COMMUNICATIONS	21	2.9	8
PSYCHOLOGY	21	2.9	8
LIBERAL GENERAL STUDIES	21	2.9	8
EDUCATION	20	2.8	9
ARCHITECTURE & ENVIRONMENTAL DESIGN	19	2.6	10
PHYSICAL SCIENCES	17	2.4	11
FOREIGN LANGUAGE	11	1.5	12
PUBLIC AFFAIRS	9	1.2	13
COMPUTER INFORMATION SCIENCES	9	1.2	13
MULTI/INTERDISCIPLINARY STUDIES	9	1.2	13
HOME ECONOMICS	7	1.0	14
AREA & ETHNIC STUDIES	6	0.8	15
PROTECTIVE SERVICES	3	0.4	16
LETTERS	3	0.4	16
PARKS & RECREATION	2	0.3	17
VOCATIONAL HOME ECONOMICS	1	0.1	18
BUSINESS & OFFICE	1	0.1	18
RENEWABLE NATURAL RESOURCES	1	0.1	18
TRANSPORTATION & MATERIAL MOVING	1	0.1	18
MARKETING & DISTRIBUTION	1	0.1	18
TOTAL	721		

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 19

RANK ORDER OF 1983-84 HISPANIC BACCALAUREATE DEGREE EARNERS AS A PERCENTAGE OF ALL DEGREE EARNERS PER DEGREE AREA

BACHELOR DEGREE AREA	TOTAL NUMBER OF DEGREE EARNERS	NUMBER OF HISPANIC DEGREE EARNERS	% OF TOTAL	RANK
PUBLIC AFFAIRS	126	7	5.6	1
PARKS & RECREATION	103	2	1.9	2
AREA & ETHNIC STUDIES	113	2	1.8	3
HOME ECONOMICS	170	3	1.8	3
EDUCATION	1,141	21	1.8	3
HEALTH SCIENCES	682	11	1.6	4
VISUAL & PERFORMING ARTS	509	8	1.6	4
AGRICULTURAL SCIENCES	127	2	1.6	4
PSYCHOLOGY	449	5	1.1	5
1983 POPULATION REPRESENTATION: 3.0%*				
PHYSICAL SCIENCES	333	3	0.9	6
LIFE SCIENCES	550	5	0.9	6
BUSINESS & MANAGEMENT	3,002	25	0.8	7
RENEWABLE NATURAL RESOURCES	130	1	0.8	7
MULTI/INTERDISCIPLINARY STUDIES	260	2	0.8	7
COMPUTER INFORMATION SCIENCES	146	1	0.7	8
ENGINEERING & ENGINEERING TECHNOLOGY	1,225	8	0.7	8
LIBERAL GENERAL STUDIES	691	5	0.7	8
COMMUNICATIONS	675	4	0.6	9
FOREIGN LANGUAGE	176	1	0.6	9
PROTECTIVE SERVICES	164	1	0.6	9
LETTERS	198	1	0.5	10
MATHEMATICS	193	1	0.5	10
SOCIAL SCIENCES	1,432	6	0.4	11
ARCHITECTURE & ENVIRONMENTAL DESIGN	311	1	0.3	12
AGRIBUSINESS & AGRICULTURE PRODUCTION	3	0	0.0	--
BUSINESS & OFFICE	47	0	0.0	--
ALLIED HEALTH	245	0	0.0	--
VOCATIONAL HOME ECONOMICS	13	0	0.0	--
TRANSPORTATION & MATERIAL MOVING	39	0	0.0	--
MARKETING & DISTRIBUTION	21	0	0.0	--
TOTALS	13,274	126		

* 1983 estimate from Washington Office of financial Management, Special Report No. 72.

SOURCE: HEGIS XIX, U.S. Department of Education

TABLE 20

RANK ORDER OF 1983-84 HISPANIC BACCALAUREATE DEGREE EARNERS BY HIGHEST NUMBER PER DEGREE AREA

BACHELOR DEGREE AREA	NUMBER OF HISPANIC DEGREE EARNERS	AS A PERCENT OF ALL HISPANIC DEGREE EARNERS	RANK
BUSINESS & MANAGEMENT	25	19.8	1
EDUCATION	21	16.7	2
HEALTH SCIENCES	11	8.7	3
VISUAL & PERFORMING ARTS	8	6.3	4
ENGINEERING & ENGINEERING TECHNOLOGY	8	6.3	4
PUBLIC AFFAIRS	7	5.6	5
SOCIAL SCIENCES	6	4.8	6
LIFE SCIENCES	5	4.0	7
LIBERAL GENERAL STUDIES	5	4.0	7
PSYCHOLOGY	5	4.0	7
COMMUNICATIONS	4	3.2	8
PHYSICAL SCIENCES	3	2.4	9
HOME ECONOMICS	3	2.4	9
AGRICULTURAL SCIENCES	2	1.6	10
MULTI/INTERDISCIPLINARY STUDIES	2	1.6	10
AREA & ETHNIC STUDIES	2	1.6	10
PARKS & RECREATION	2	1.6	10
LETTERS	1	0.8	11
PROTECTIVE SERVICES	1	0.8	11
ARCHITECTURE & ENVIRONMENTAL DESIGN	1	0.8	11
COMPUTER INFORMATION SCIENCES	1	0.8	11
FOREIGN LANGUAGE	1	0.8	11
RENEWABLE NATURAL RESOURCES	1	0.8	11
MATHEMATICS	1	0.8	11
TOTAL	126		

SOURCE: HEGIS XIX, U.S. Department of Education

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

IPS/647/86